**University of West Alabama**

**COE**

**5E Lesson Plan**

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| **Teacher:** Raven King  **Date:** April 16, 2018  **Subject area/course/grade level:** Languages Arts /10th Grade World Literature and Composition  **Materials:** Paper, Pen, “Breathing Under Water” novel, laptops  **Standards:**  **2.** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  **4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)  **34.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest  **ISTE Standard**  **2b**. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.  **Objectives:**   * I can analyze the development of a theme or central idea over the course of a text, including how it emerges and is shaped and refined by specific details. * I can analyze how two or more themes or central ideas develop over the course of the text, including how they interact and build on one another to produce a complex account. * I can cite key evidence and details that help me determine and understand the theme. * I can determine the denotative, figurative, and connotative meaning of words or phrases as they are used in text. * I can analyze the cumulative impact of specific word choices on meaning and discuss what would happen to the text if those word choices were altered. * I can write about or discuss how language evokes a sense of time or place. * I can determine how word choice impacts and sets tone (e.g., formal or informal). * I can provide an objective summary of a piece of literature. * I can use evidence as I prepare for a discussion. * I can adhere to my assigned role in a group discussion. * I can select the most effective form/ s of digital media to present information. * I can select the most effective form/s of digital media to make my presentation understandable and engaging for my audience.   **Differentiation Strategies:**  -Literature Circles  -Think, Pair, Share  -Writing Conferences |

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| **ENGAGEMENT:**  At the beginning of class, a word of the day will be on the board for students to copy down. The students will complete a poll everyone question in regards to what is abuse defined as. We will then discuss the results with the class. Afterwards, the students will be put into literature circles.  Assessment: Poll Everywhere |
| **EXPLORATION:**  The students will read selected chapters of Breathing Under Water. As the students read they will be encouraged to annotate the story for specific themes and also follow the characters’ actions throughout the novel. The students will also be encouraged to collaborate with each other.  Assessment: Student annotation notes |
| **EXPLANATION:**  The students will “take the place” of the character. The students will discuss why they believe each specific character behaves the way that they do, and also how they would change the character’s actions if they could. The students will need to document this information.  Assessment: Student conversation/notes (the teacher will walk around), Writing Conferences |
| **ELABORATION:**  The students will be required to complete a visual character representation of the characters in the novel. The students will discuss the character and how the character has changed through the novel and how does this shift change the character physically, mentally, or emotionally. The students will then have to display a digital representation of the character’s shift of attitude throughout the novel digitally (by using iMovie, padlet, flipgrid, etc.). The students will be required to input all information on paper, as well as visually.  Assessment: Characterization visual |
| **EVALUATION:**  Each group will present their digital character presentation to the class. The students are required to present their findings digitally, as well as include word of the days from class in their presentation. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.